



SOUTHWOOD MIDDLE

1110 Southwood Street
Anderson, South Carolina

Grades	6-8 Middle School	
Enrollment	480 Students	
Principal	Evelyn Murphy	864-260-5205
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Average	Good
2007	Average	Average
2006	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

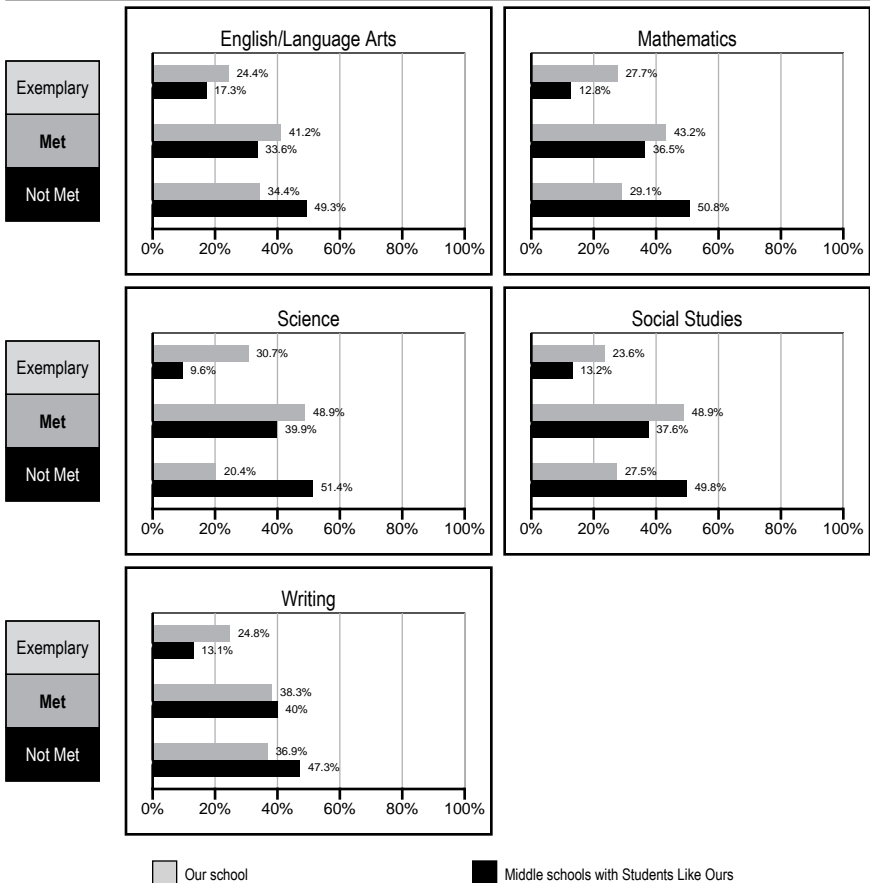
97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	34	20

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	89.2%
English 1	100.0%	87.4%
Physical Science	N/A	52.6%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=480)				
Students enrolled in high school credit courses (grades 7 & 8)	13.4%	Down from 15.0%	13.6%	24.2%
Retention rate	1.3%	Down from 2.4%	1.0%	0.7%
Attendance rate	99.9%	Up from 95.6%	95.4%	95.9%
Eligible for gifted and talented	7.9%	Down from 8.1%	7.0%	16.4%
With disabilities other than speech	24.4%	Up from 23.2%	14.5%	12.0%
Older than usual for grade	5.6%	Up from 3.6%	4.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.3%	0.5%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	70.2%	Up from 63.0%	58.3%	58.5%
Continuing contract teachers	89.4%	Up from 76.1%	66.7%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 4.8%	12.5%	4.0%
Teachers returning from previous year	91.7%	Up from 88.6%	77.9%	84.6%
Teacher attendance rate	93.6%	Down from 95.0%	95.7%	95.4%
Average teacher salary*	\$48,019	Up 0.8%	\$44,664	\$46,561
Professional development days/teacher	10.9 days	Down from 11.8 days	10.5 days	10.2 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 15.8 to 1	17.9 to 1	21.1 to 1
Prime instructional time	92.6%	Up from 89.6%	89.8%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.5%	Down from 92.2%	97.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$10,588	Down 5.5%	\$10,029	\$7,802
Percent of expenditures for instruction**	65.0%	Down from 68.7%	60.4%	63.8%
Percent of expenditures for teacher salaries**	62.9%	Down from 65.0%	55.9%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Since 1967, Southwood, smallest of the three Anderson 5 middle schools, has been considered a community school and, as such, is an integral part of the community. Parents, grandparents, and the community at large feel comfortable visiting our school. Southwood is known as a school where students are valued and the concerns and opinions of parents are important. The mission of Southwood Middle School is to prepare students to be citizens who demonstrate social and personal responsibility, cultural awareness, physical fitness, academic competence, and a desire for lifelong learning by providing challenging and diverse educational experiences in a safe environment.

Our faculty and staff are working hard during and after school in an effort to educate and assist our students in becoming effective, contributing members of society. During the 2009-2010 school year, Southwood was named a national AVID Demonstration Site, and we were recognized as a School to Watch through the National Forum for Middle School Grades. As a result of these distinguished honors, we now host visiting educators from across the state and nation.

Our challenges are to continue efforts to emphasize reading and writing instruction in all content areas, to coordinate the academic focus of the before-school and afterschool programs, to increase instructional time for low-performing students through creative scheduling, to increase the use of technology by teachers and students to enhance instruction, and to provide staff development to increase teacher proficiency in the use of a variety of instructional practices. Our Literacy Coach has worked with teachers and students to improve and implement effective strategies to enhance the instruction of reading and writing across the curriculum. Our Math Coach works individually with teachers and also conducts staff development to enhance instructional and assessment practices. Southwood was named a Title I school at the beginning of the 2005-2006 school year. Title I funds have helped to improve the technology that is available to students and teachers at Southwood.

We know instinctively that we are a team – students, faculty, staff, parents, and community – that supports each other, regardless of the obstacles, in order to achieve our goals. We hold the distinguished honor of receiving the Silver Flag Award from the state for our continued academic improvements six out of the last seven years. We are truly a school of promise! Our motto says it all: “We’re Soaring to Greater Heights.”

Evelyn Murphy, Principal
 Nori Gale, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	131	40
Percent satisfied with learning environment	96.0%	71.8%	74.4%
Percent satisfied with social and physical environment	96.0%	77.7%	67.5%
Percent satisfied with school-home relations	82.0%	83.8%	67.5%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CA-HOLD

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	454	100	35.4	40.1	24.5	76.7	86.4	83.5	Yes	Yes
Gender										
Male	253	100	38.6	39	22.5	73.7	83.4	80.1	N/A	N/A
Female	200	100	31.4	41.6	27	80.5	89.7	87	N/A	N/A
Racial/Ethnic Group										
White	163	100	28.6	39.5	32	81.6	91.6	89.6	Yes	Yes
African American	277	100	40.2	39.5	20.3	73.6	78.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.8	92.7	I/S	I/S
Hispanic	11	100	18.2	54.5	27.3	81.8	87.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	102	100	63.7	27.5	8.8	51.6	55	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	16.7	58.3	25	83.3	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	381	100	37.4	40.7	21.9	75.3	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	454	100	30.4	43.9	25.7	81.5	84.4	80.4	Yes	Yes
Gender										
Male	253	100	34.7	40.7	24.6	79.7	82.1	78.4	N/A	N/A
Female	200	100	24.9	48.1	27	83.8	87	82.5	N/A	N/A
Racial/Ethnic Group										
White	163	100	25.9	40.8	33.3	85	90.7	87.8	Yes	Yes
African American	277	100	34.5	44.8	20.7	78.5	74.1	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	11	100	N/A	N/A	N/A	100	90.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	102	100	68.1	26.4	5.5	46.2	49.3	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	N/A	N/A	N/A	100	89.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	381	100	31	45.7	23.3	80.6	76.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	307	99.7	20.3	48	31.7	79.7	77	67.3
Gender								
Male	182	99.5	21.9	44.4	33.7	78.1	75.5	66.9
Female	125	100	17.9	53.6	28.6	82.1	78.4	67.7
Racial/Ethnic Group								
White	111	100	16.3	40.8	42.9	83.7	86.3	79.6
African American	187	99.5	22.9	52	25.1	77.1	62.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.7	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	69	98.6	50.8	36.1	13.1	49.2	41.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	73.3	58.6
Socio-Economic Status								
Subsidized meals	257	99.6	20.6	50.6	28.8	79.4	67.5	55.4

Social Studies

All Students	303	99.7	27.3	49.3	23.4	72.7	80.1	70.9
Gender								
Male	159	100	31.1	45.3	23.6	68.9	78.6	70.1
Female	143	99.3	23.1	53.7	23.1	76.9	81.7	71.7
Racial/Ethnic Group								
White	110	99.1	24.8	48.5	26.7	75.2	85.8	79.2
African American	182	100	29.2	51.5	19.3	70.8	71.2	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	60	98.3	56.6	37.7	5.7	43.4	49.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77	68
Socio-Economic Status								
Subsidized meals	251	100	31.7	49.2	19.2	68.3	71.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	448	98.4	36.6	38.5	24.9	63.4	75.7	72.1	99.9	99.9
Gender										
Male	252	98.4	42.4	36.9	20.8	57.6	69.5	65.2	99.9	99.9
Female	196	98.5	29.2	40.5	30.3	70.8	82.3	79.2	99.9	99.9
Racial/Ethnic Group										
White	158	97.5	29.7	42.8	27.6	70.3	84	80.8	99.9	99.9
African American	276	98.9	40.5	35.9	23.7	59.5	63.6	59.7	99.9	99.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	87	99.9	99.9
Hispanic	12	100	41.7	41.7	16.7	58.3	69.6	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
Disability Status										
Disabled	99	93.9	85.9	12.9	1.2	14.1	30.4	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	38.5	46.2	15.4	61.5	68.2	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	381	98.7	38.8	39.4	21.8	61.2	65.9	61.9	99.9	99.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	100	31.2	39.6	29.2	68.8
	7	153	100	37.5	42.6	19.9	62.5
	8	122	100	22.5	51.4	26.1	77.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	148	100	30.1	43.4	26.5	69.9
	7	159	100	32	40.1	27.9	68
	8	147	100	44.2	37	18.8	55.8

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	100	21.4	42.2	36.4	78.6
	7	153	100	29.4	54.4	16.2	70.6
	8	122	100	15.3	52.3	32.4	84.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	148	100	21.3	44.9	33.8	78.7
	7	159	100	31.3	43.5	25.2	68.7
	8	147	100	38.4	43.5	18.1	61.6

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	86	98.8	22.5	57.5	20	77.5
	7	153	100	22.1	56.6	21.3	77.9
	8	62	98.4	21.8	45.5	32.7	78.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	73	100	26.6	54.7	18.8	73.4
	7	158	100	14.4	46.6	39	85.6
	8	76	98.7	26.8	45.1	28.2	73.2

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	98.7	13.5	67.6	18.9	86.5
	7	151	100	36.6	36.6	26.9	63.4
	8	61	100	12.5	39.3	48.2	87.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	75	100	20.8	55.6	23.6	79.2
	7	158	99.4	30.3	46.9	22.8	69.7
	8	70	100	27.7	47.7	24.6	72.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	171	98.3	31.4	43.4	25.2	68.6
	7	151	98.7	38.5	42.2	19.3	61.5
	8	123	98.4	27.9	43.2	28.8	72.1
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	146	100	36	41.7	22.3	64
	7	158	96.8	29	40	31	71
	8	144	98.6	45.3	33.6	21.2	54.7

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